

TORINO PROCESS 2014



VET in relation to social demand and social inclusion

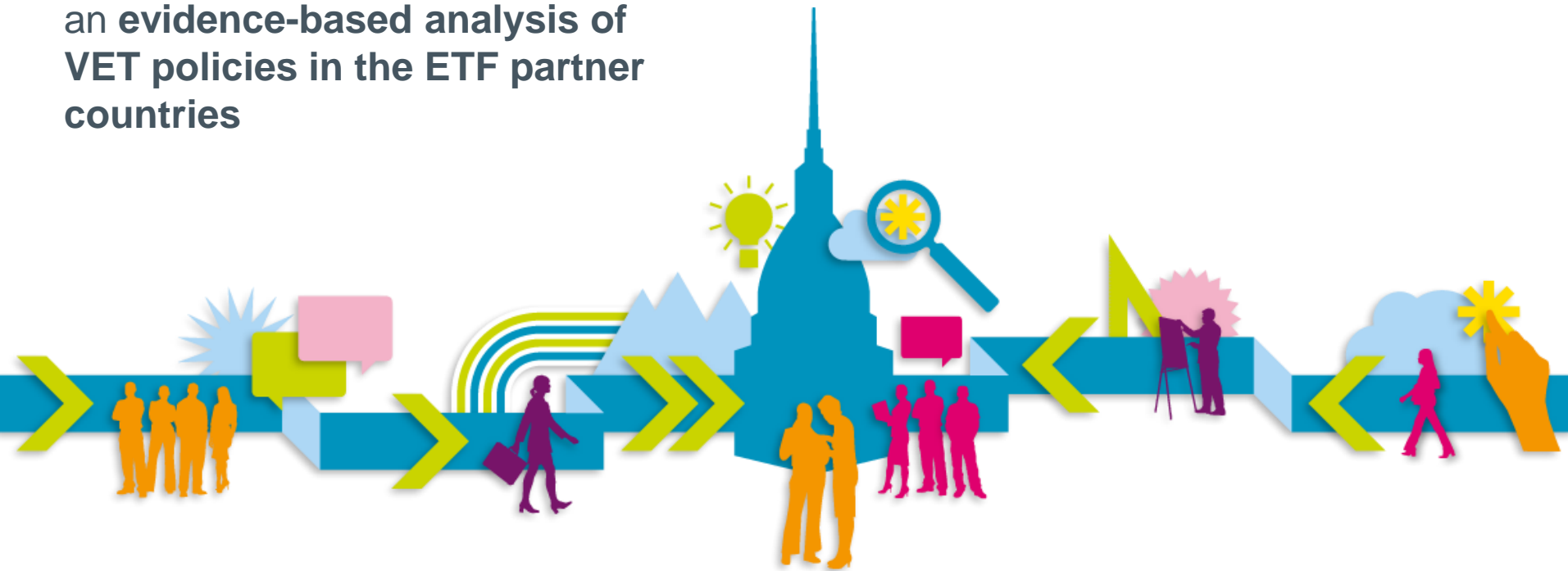
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1ST Meeting of the Policy Working Group on VET-SI, June 2014, Turin

THE TORINO PROCESS

THE TORINO PROCESS IS

a participatory process leading to an evidence-based analysis of VET policies in the ETF partner countries



PURPOSE

TO BUILD CONSENSUS

on the possible ways forward in VET policy and system development, including:

- **determining the state of the art** for VET development in the country

AND

- to develop a **common understanding** of VET vision, priorities and strategy and exploring options for implementation.



FOUR PRINCIPLES

01

Ownership of both process and results by partner country stakeholders.

02

Broad **participation** in the process as a basis for reflections and consensus building/**policy learning**.

03

Holistic approach, using a broad concept of VET for both young people and adults and adhering to a system approach, including links to economic and social demands.

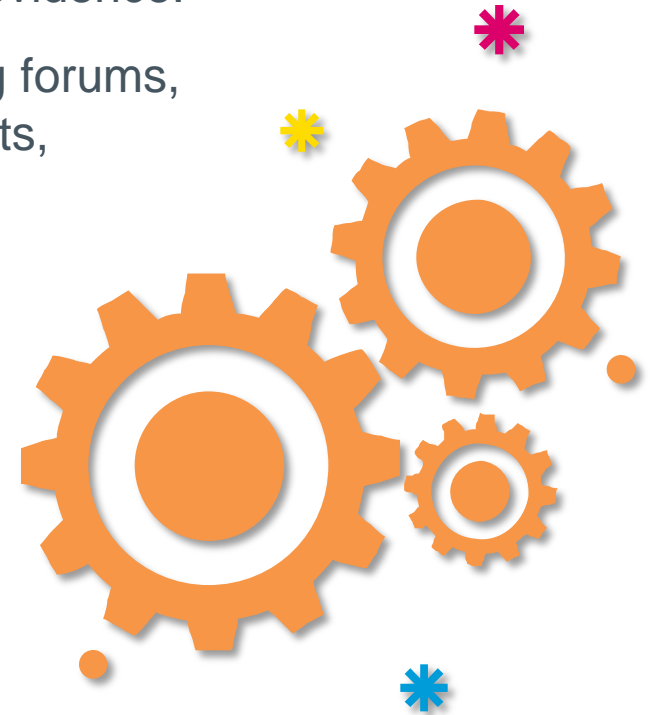
04

Evidence or knowledge-based assessment.

TORINO PROCESS IMPLEMENTATION

Phases at country level

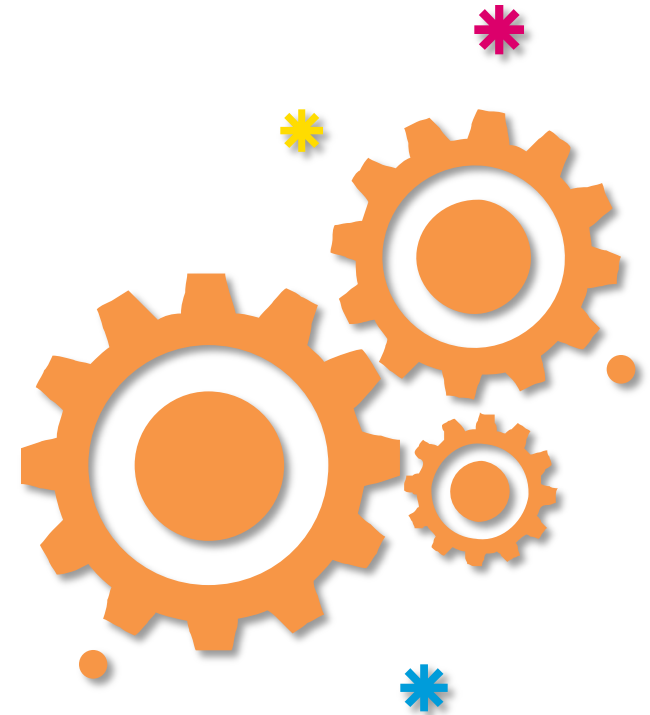
1. **Evidence gathering:** statistical data, qualitative evidence.
2. **Broad consultations** (workshops, policy learning forums, focus groups, etc.) involving policy leaders, experts, social partners, school managers, teachers, employers, researchers, civil society, youth.
3. **Drafting the report** (consultation on first consolidated draft).
4. **Quality assurance/peer review** by the ETF.
5. **Final country report endorsement and dissemination.**



TORINO PROCESS IMPLEMENTATION

From country to cross-country

- **Findings from country reports feed into four regional reports**, contributing to mutual learning, reporting on progress and challenges, examples of best practice.
- Regional reports are presented and discussed in **four regional events** with key stakeholders from the different countries.
- Country reports and regional reports are the basis for a **cross-country policy analysis report** to be launched at the final Torino Process conference with participation from all partner countries, the EU and the international community.



ANALYTICAL FRAMEWORK 2014

A. VISION AND STRATEGY

- Vision for the VET system
- Capacity for innovation and change
- Drivers for innovation and change

B. ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND

- Factors shaping demand for skills
- Mechanisms for identifying demand and matching skills
- VET system influence on demand

C. ADDRESSING SOCIAL AND INCLUSION DEMAND

- Factors shaping demand for VET
- Delivering to individual learners
- Delivering to societal needs

D. INTERNAL EFFICIENCY OF THE VET SYSTEM

- Quality assurance
- Policies for VET trainers and directors
- Teaching and learning
- Efficiency gains and losses

E. GOVERNANCE AND POLICY PRACTICES

- Basic map of entities involved in VET at national, regional, and provider level
- Governance and practices in the areas covered in Sections A–D

VET ADDRESSING SOCIAL AND INCLUSION DEMAND: KEY QUESTIONS

1. Demographic and social factors that shape demand for VET

- Demographic characteristics and trends of the past five years
- Main social inclusion issues
- Role of VET in addressing social inclusion issues

2. Delivering to the individual demands and aspirations of learners: access, participation, progression

- Arrangements for identifying and addressing the needs and aspirations of individual learners: support for learners at risk, career guidance, VNFIL, flexible paths to HE/LM, etc.

3. Delivering to socioeconomic and inclusion demand

- Learning opportunities for young people and adults from disadvantaged regions and groups
- Measures of success: educational access and retention rates, adjustments in legislation and resource allocation, labour market prospects of learners from vulnerable groups

VET ADDRESSING SOCIAL AND INCLUSION DEMAND: KEY INDICATORS

Delivering to individual, socioeconomic and inclusion demand

TRP14.48	Rate of participation in adult education and training
TRP14.49 /50	Net/Gross enrolment rates per level of education, including IVET and CVET
TRP14.53	Repetition rate in IVET and in general education by grade
TRP14.54	Percentage of VET students who continue to higher levels of education
TRP14.60	Dropout rates in IVET and in general education by level and sex
TRP14.61	Dropout rates in IVET by broad study programme
TRP14.67	Percentage of VET graduates who transition to employment or self-employment
TRP14.98	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and sex

SOCIAL AND INCLUSION DEMAND IN TORINO

PROCESS EXERCISE: KEY POLICY OBJECTIVES



Promote social inclusion as integral part of VET policies and of national VET reforms

Support – with policy analysis, expertise and capacity building measures - VET systems to provide tailored and flexible response towards the diverse needs of learners

Promote a broader understanding of disadvantage as part of diversity and the need to develop systemic responses to it within the paradigm of inclusive education

For further information

Visit our website:

www.etf.europa.eu

Contact us with your feedback:

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